

What is the best way to train up a child?

(Educational Socialism)

A child is an amazingly important possession, & people are becoming so much aware of this importance that it is unnecessary to go into the commonplaces of child-training. We are apt to make mistakes however as to what a child is & what we are required to do for him. We do not realize that he is born a Person; that, so soon as he gets any means of expression, he shows himself to be a person of great tender affections, of clear logical thought, vivid imagination, of many activities & with an eager desire for knowledge. He is ~~differentiated~~ from his father chiefly by his feebleness, his ignorance & his very limited ~~power~~ means of self-expression; it is in these directions that his education should help him. What we call his 'faults' are more acute than our own & we need not trouble ourselves about developing them. Again, we have a way of talking of children as if each were 'something' between a wax doll & an angel, quite good & lovely; & though sensible parents know better & realize that their child is a person like them - with <sup>capacities</sup> ~~capacities~~ & tendencies towards both good & evil & that their business is to cherish the good & frustrate the evil. They do not say, "Oh, it's human nature!" when this child shows some trait of perverseness, jealousy, cruelty;



Parents of this sort show qualities deserving full honour. They loathe the highly-flavoured ~~me~~ messes, the perpetual concern about food <sup>of</sup> neighbours of theirs who live local; & they end by not attaching enough importance to a wholesome, well-cooked & abundant mixed diet. It is a question of income, no doubt, but a narrow income may be wisely spent. Furniture may be spare, simple <sup>decent</sup> ~~on food~~ <sup>decent</sup> ~~tastes~~, fashion may be eschewed in clothes & durable materials, ~~of the~~ <sup>the</sup> ~~more~~ <sup>way</sup> simple ~~but~~ that artist's love, will save both appearances & peace. It is a praiseworthy service to the nation to send a child into the world with a good physique.

What we call a child's education begins quite early. We need not trouble ourselves about developing his 'faculties'; then they are, keen & very much on the alert. What he wants is nourishment, intellectual as well as physical. We all know how insatiable is the knowledge-hunger of a little child. 'What's that?' says the 'What's that?' & 'What's that?' says every child; not ~~but~~ <sup>behind</sup> parents to tell all they know or can find out. Few children often fail to make their parents feel the need of a good 'encyclopedia' to be translated in father & mother's know best how into the language of the small people. Some afford great opportunities of learning, doing & becoming. Perhaps children should not go to school



*The school left*

until they are six. Before they go parents should ask themselves seriously what they expect of the school & what they understand by education. Should

Children are, for the most part, good intellectually, teachers are, for the most part, able & devoted & education is, for the most part, — futile.

We are told that the best scholars from elementary schools do not find favour with employers. They <sup>lack</sup> ~~like~~ initiative, power of attention & devotion to duty.

*The reason* Their own lives, ~~too~~, are not enriched by their education; they do not become keen observers, eager readers, clever craftsmen. ~~With a difference~~, the same complaint is made about young people all the way up the social scale. And yet it is rather the exception than the rule for boys & girls to do badly at school. They are sharp, alert, get places, please marks, take places, pass examinations, win scholarships, fulfil what appears to be the whole duty of boy & girl. Indeed almost any school is a delightful place to go into, & keen are the scholars & so brilliant is the teaching.

But with all this ~~educational~~ deal, the educational output is commonly poor stuff. Now & then we get specimens of the children's essays & letters published in one & another of the Reviews — the best of the sort probably or they would



books. Ready money is spent upon hat or hockey sticks, they begrudge the price of each new book a child brings home. A parsimony ~~is~~ very much on a level with that which grudges bread & butter. <sup>For</sup> As the body grows on the one side so the mind on the other. A boy or girl, fourteen or fifteen, should have read in school hours at least ~~two~~ hundred volumes, books that are worth while, books such as any intelligent person would be glad to read, striking out readers, abridgements, <sup>epitomes</sup> ~~and~~ extracts & the like. ~~He should have had no homework or evening study, but~~   
 X should be neat & exact at various handicrafts, should be able to use pencil or brush as a means of expression, & should have some real intimacy with a wide range of natural objects & phenomena. At first, he might be required to read once, for the first time, a chapter in one of the Waverley novels & reproduce it, either orally or in writing, in vigorous, fluent, English; or he might record all the observations on natural objects he had made on his way to school, & so on.

The method of this sort of work is reading & observation; the teacher is ~~released~~ released from the headmaster's labour of getting the 'beggarly elements' of education into unwilling minds as Mr. Forster's proper office, that of directing, inspiring, stimulating.



As for the material of such education, all that thinkers from Plato downwards are agreed that the knowledge of God is the chief knowledge, & certainly no other literature is so effective in forming a good style as that contained in the Bible. After the knowledge of God, we doubt if comes the knowledge of men, & love for mankind, & history, & literature, & also, through teachings as to conduct arising out of an ordered knowledge of human nature. Next in importance should come a knowledge of nature, <sup>some elementary knowledge</sup> of the various branches of science that help to this knowledge.

But the end of all <sup>human</sup> education - teaching should be to increase joy in living, & a fuller life with more joy, keener interests is, indeed, one of the chief ends of education. It is unnecessary to say anything about Arithmetic, or Mathematics as a whole, except to voice in the action taken by the Board of Education towards minimising the labour bestowed upon this fetish of the schools.

Of course Arithmetic is necessary & taught with intelligence, should be one means (to us means the only means) of exercising logical thought. The young student who shows any initiative in this direction should be encouraged by all means; for him to may be the pure joy of the ~~super~~ higher mathematics. But the mere mechanical plodding





While we are here  
 I shall be glad to see you & the wife of your  
 father. Every child has a right to a good  
 education & I am much obliged to be remembered  
 to the only thing, the school of  
 business & commerce that we have at  
 this place. Each business is in need of  
 a library & each shall have books & others  
 that have more.



but this is because we have been unwilling to disturb the existing order. We have, however, during the last twelve years worked out a unifying principle & adequate methods with happy results. Speaking on secondary education in Kendal lately, Archdeacon Wilson said that we fail, so far as we do fail, because we have no definite aim. Now the P.M.U. exists because it has a definite aim exists to carry out that aim.

I need not <sup>now</sup> speak of the few principles which form a ~~sufficient~~ guide to us in the general up-bringing of children; but that which guides us in what is commonly called education - the teaching of knowledge - may be found to indicate the key <sup>educational</sup> to our failures & be a guide to reform.

To adapt a phrase of Matthew Arnold's concerning religion, - education should aim at giving knowledge "touched with emotion".

Andriksa Bremer has a charming episode in Neighbours where two school-girls fight a duel on behalf of their heroes - Charles XII<sup>th</sup> and Peter the Great: "I believe 2000 a drop of blood was shed. Parents may be glad that we have no duels today! We do not have heroes, we have marks



Knowledge for us is not 'louché with emotion' unless it be that of personal acquisitions & stimulation. The boys & girls have it in them to be as generous & enthusiastic as Sam; that they learn school without interests beyond that of preparing for further examinations or the absorbing interest of games, is no doubt the fault of the school.

Perhaps the "unrest" of the public mind at home & ~~abroad~~ abroad about secondary education is due to the fact that young people are turned out from excellent schools deritalised as far as their minds go. <sup>Mr. Benson of Eton speaks very frankly. He says, -</sup> "I honestly believe that the master of public schools has two strong ambitions - to make boys good & to make them healthy; but I do not think they care about making them intellectual; intellectual life is left to take care of itself. My belief is that a good many masters look upon the boys' work as a question of duty - that is, they consider it from the moral standpoint not from the intellectual. .... It must be frankly admitted that the intellectual standard maintained at the English public schools is low; that is the schoolmaster by H. P. Benson of Eton College 1881. Written Dec 1902

have been of great to show that it is not the fault of the boys but of the schoolmaster.

more serious, I do not see any evidence that it is  
tending to become higher" 1934 p. 2049

Mr. Ladler, with perhaps wider knowledge, says  
the same thing "Our secondary schools have many  
capital ~~good~~ points but intellectually they are behindhand."

Compare with these  
Continental  
ration

Mr. Benson modestly speaks from personal know-  
ledge; but is it a fact that so intellectual a body  
as our Headmasters deliberately forgo intellectual  
distinction in their schools? Or is it not rather that  
examinations throw them back on the pseudo-  
intellectual work known as 'exam' ~~for this reason~~  
some of us deplore the registration of teachers as  
a backward movement. Hundreds of mediocre  
young women set themselves to exam for a  
course of examinations, often a long course,  
to end at last in Registration. Already Head-  
mistresses feel the real enquiry diligently for  
mistresses who are "in the usual sort".

For this reason we do not seek to attract to our  
training college, young women who have  
'graduated' or 'matriculated' or the like.  
Women are apt to be over-stimulated (Page 6  
Johnson) (then about Page 5)

"Yes", said a Professor of one of our universities  
the other day, "I find that with my women students.  
They will find change on the words of graduation  
of the lecture, but the men of it, they do not."



nor  
 / consciousness, and the strain of  
 moral effort carried on through  
 years of preparation for  
 successive examinations is  
 apt to leave a certain dullness  
 of apprehension <sup>There are brilliant exceptions</sup> of the rule of  
 young woman who has under-  
 gone such an experience has  
 little initiative, is slow of  
 perception, not readily adaptable  
 not quick in the uptake; is in  
 fact a little dethroned.

I have spoken of the moral effort  
 in this connection, ~~was a~~  
 matter of fact, the labour of preparing  
 for examinations, of going through study  
 long sustained grind, is apt to be  
 rather a moral than an intellectual  
 effort. With young men it is  
 otherwise. They are <sup>commonly</sup> less strenuous  
 but absorbed therefore perhaps  
 more receptive to the ideas than  
 hear the way of their studies. They  
 like a candidate for admission.



that is the part of the picture which  
 specially concerns us, upon the principle  
 figures representing the Seven Liberal Arts  
 with the typical teacher of each below.  
 Thus Arithmetic is represented by Zoroaster,  
 Geometry by Pythagoras, Music by Tubal Cain,  
 Rhetoric by Demosthenes, a truly liberal  
 scheme which means for us that  
 there is no such thing as secular  
 education but that all living  
 teaching & all living learning come  
 by inspiration.

~~But the~~ The ~~central~~ idea that comes  
 next in importance is that ~~Education~~  
 is the Science of Relations; by  
 which phrase we mean that  
 children come into the world with  
 a natural apprehension, to use Colman's  
 word, <sup>for</sup> affinity with, all the  
 materials of knowledge,  
 with the insistent interest in the  
 heroic part of the age, of the  
 with a keen desire to know  
 about every thing that comes

~~but then~~ about strange places  
 strange people about the how  
 the way of the operation, they  
~~become in nature~~: with a  
 desire to handle materials to  
 make: a desire to know <sup>where</sup>  
 "now ~~advancing~~ <sup>where</sup> ~~everything~~ that the law  
 of gravitation with ~~permeity~~ <sup>where</sup>.  
 Therefore we don't feel it is ~~lance~~  
 in the early days of a child's life  
 to select certain subjects for his  
 education to the exclusion of others,  
 to say he shall not learn Latin for  
 example, or shall not learn French,  
 but that he shall have relations  
 of pleasure & intimacy established  
 with all the interests proper  
 to him, learning not a slight  
 & incomplete familiarity about  
 this that subject, but ~~intensity~~  
 into the ~~beginning~~ <sup>beginning</sup> of his  
 knowledge, with a great field  
 before him which in all his life  
 he will not be able to explore but  
 which is for him a region of interest & delight.





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pleasure of meeting with her after all these  
years was extraordinary. In no way is knowledge  
more smothering than in this of leaving behind it  
a so to speak dormant appetite for more of the  
kind. The recent finds at Ruessers are only to be  
appreciated by those who recollect how Hesper  
Zabed his stay at Corte with its ninety citizens  
Ruessers & Ringlinow & the rest. Not what we  
have learned but what we are waiting to  
know, is the delectable part of knowledge.  
Knowledge with us is not reptonised or desiccated  
or diluted but is offered to the children, with



and the ... 11

1911 photo 49

he has in for his an improvement  
As there are gymnastics for the  
body, so we recognize that there  
are certain subjects whose use  
is chiefly disciplinary for the  
mind & of these we avail ourselves.

A further analogy: as the digestive  
organs are incited by appetite,  
so we recognize that every child  
comes into the world with a few  
inherent desires, some more  
some less; the desire of power,  
of praise, of wealth, of distinction  
of society & of knowledge.

It seems true that education  
which appeals to the desire of wealth,  
(merits prizes, scholarships or  
what not), or to the desire of  
excellence (as in the taking of  
top places &c), <sup>or</sup> ~~as to~~ any other  
of the natural desires except  
that of knowledge, destroys the  
balance of character; & what  
is more fatal, destroys by insinuation



that desire for delight in knowledge which is  
meant to grow by enrichment through the whole  
~~course of~~ life. "A desire for knowledge," says  
Johnson, "is the natural feeling of mankind &  
every human being whose mind is not debauched  
will be willing to fix all that he has to get  
knowledge." What does Nature <sup>specifically</sup> intend? Is it  
possible that what ~~we~~ <sup>we</sup> call ~~the~~ <sup>the</sup> "man-hunger" is a debauchery of the  
mind? ~~This~~ <sup>It is not</sup> ~~that~~ <sup>that</sup> we pointedly exclude  
emulation too on; but we find lessons are so  
interesting to children that they need no other  
stimulus.

The mind ~~hunger~~  
want to  
knowledge  
with ~~hunger~~

"Education for the child is the natural feeling of mankind. Every human being whose mind is not dulled will be willing to give all that he has to it." - Rousseau

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that desire for & delight in knowledge which is meant for our joy and satisfaction through the whole course of our life.

To this  
Rousseau says  
"Is it possible that  
what is the child's  
telling for education  
is just a  
deliberate  
not mind."

It is not that we include education, but that we find persons are so interested to children that they need no other stimulus.

Another corollary of the principle that education is the process of Relations is that no education seems to us more the cause which has not made children at home in the world of books, and so related them mind to mind with the thinkers & instructors who have dealt with one or another part of all knowledge. We reject 3 volumes compilations of their like put into the children's hands books which long or short are living. Thus it becomes a large part of the teacher's work to help children to deal with their books & the real

Lesson lectures play <sup>but</sup> a small part in education reserved chiefly to summarise or to expand or illustrate. I shall ~~touch~~ <sup>touch</sup> this matter more fully in speaking of what is called the ~~Practical~~ <sup>Practical</sup> School, ~~and the~~ effect on the <sup>side of the</sup> House of Education, the Training College, is striking; they are delighted with the books they find the children using in the Practising School; read round this that subject for themselves, ~~are~~ stirred by an intelligent curiosity.

Too much faith is placed in oral lessons & lectures; "to be poured into like a bucket" as Carlyle says, "is not exhilarating to any soul" neither is it exhilarating to have very difficultly explained to weariness or to have the explanation teased out of one by questions. Dr. Johnson, on a similar provocation did swift ~~etc~~ execution upon his questioner: "I will not be put to the question. Don't you consider, sir, that there are not the manners of a gentleman? I will not be baited with what why; what is this? what is that? Why is a cow's tail long? why is a fox's tail bushy?"

Oral lessons have their occasional use rather than they are fitly given it

Prof. Raleigh's Wordsworth KATA for latter papers





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16 22

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made excellent diagrams & what was  
not I was not neglected. I asked  
my neighbour at dinner to explain  
the principle of a lorry. He  
took up his spectacle case as an  
illustration & after a few sentences  
my intelligence had grasped what  
was distinctive in a lorry.  
This gentleman turned out to have  
been in the War office and to have  
have had the buying of lorries,  
the power of illustrating <sup>in the hands</sup> ~~principles~~  
by any object at hand or by a  
few diagrammatic lines on the  
blackboard appears to me to  
be more for education than  
the most elaborate equipment  
of models & diagrams botanical  
biological zoological.

These things state on the same  
showcase a lorry of thought  
the moment they are presented.  
Again, the coordination of the  
is carefully regulated, we must



19.  $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

1919 present 19

11.

Believing that a child is in the world today  
hold of all that he can of those possessions which  
indure that full, happy living, expanding,  
expansion, Resurcefulness, power of initiative,  
serviceableness, in a word - Character, for each  
of us, depends upon how far we apprehend  
the relationships proper for how many of  
them ~~but~~ we lay hold of, we are greatly  
uneasy when his education leaves a young  
person with prejudices & "inerts" (in the  
sporting sense) rather than with interests &  
pursuits. In principle, we believe, the best of  
our young people have string away from their  
schools fully as much as from their homes.  
Our educational shortcomings <sup>seem</sup> to be intellectual  
rather than moral.

Education, we think, should be by Things & by  
Books. Ten years ago education by Things was  
little thought of except in the games of public  
schools. Today a great reform has taken place &  
the <sup>importance</sup> of education upon Things is  
recognized everywhere. <sup>Import</sup> of disciplines <sup>emerging</sup>  
~~many~~ <sup>artistic</sup> handicrafts, and recent  
marks for education as truly as do grammar  
& geography & history.

Waterston has come in later, but has come with a rush. I don't think women of art are allowed their chance with boys & girls. I shall see more women than things that do not speak with lips have much to teach us. But one great failure is in the matter of books.

Of the Indian Sikh quoted by Cornelia Coratji\* should visit us <sup>again</sup> ten years hence. It is to be hoped he ~~will~~ <sup>would</sup> not ~~longer~~ <sup>be</sup> say of us, - "The best thoughts of the people are for merchandises. They have not learned the common language of nature."

We have not books plus the knowledge & thought of the world, but the mass of knowledge, the multitude of books, our power, we think we may select here & there, from this book & that, fragments of facts of knowledge to be important dealt out whether by the miserable little cream books or the coal lesson.

Sir Philip Raps in an address on Headwork & Handwork in elementary schools says some things worth pondering. He puts his finger perhaps he gives his workshop too big a place in the school of the future but certainly he puts his Spectator Aug 2, 1902





to these tasks will be applicable to the creation of mental aptitudes, will be utilised in showing the children how to obtain knowledge for themselves .... In future the main function of education will be to train our hands & our sense organs & intellectual faculties, so that we may be placed in a position of advantage for seeking knowledge .... The scope of the lessons will be enlarged. Children will be taught to read in order that they may desire to read & to write that they may be able to write .... The children will be taught to read that ... ~~which~~ ~~is now separately taught as history, geography & grammar will be included in the reading lessons.~~ ... It will be the teacher's aim to create in his pupils a desire for knowledge, & consequently a love of reading, & to cultivate in them, by a proper selection of lessons, the pleasure which reading may be made to yield. The main feature of the reading lesson will be to show the <sup>value</sup> of books, how they may be consulted to ascertain what other people have said or done, & how they may be read for the pleasure they afford. The storing of the memory with facts is

not part of elementary school work..... This non-  
monophthava child ~~has~~ should learn how to write,  
he must know what to write. He must learn to  
describe clearly what he has heard or seen, to  
transfer to written language his sense-impressions,  
to express concisely his own thoughts.

Wednesday 11.6.1913

Philip Wagner's conception is more emphasizing the  
habit of reading as a chief accomplishment of school-  
life. It is only those who have read like the read.



In a word I believe that our efforts at intellectual education commonly fail from four causes (a) the real lesson which abits most is very poor twaddle & it's best, is far below the ordered treatment of the same subject by an original mind in the right book. The right books exist old & new in countless numbers but very great care is necessary in the choice & much experience of the rather whimsical tastes & distastes of children.

(b) the lecture, commonly gathered from various books in rapid notes by the teacher & issuing in hasty notes, afterwards written out & finally crammed by the pupils. The lecture is often careful, thorough, & well-illustrated, but it is not equal in educational value to direct contact with the original mind of one able, thinker who has written his book on the subject. Arnold, Thuring, Bowen, we know lectured with great effect but then each of them lectured on only a few subjects & each lecture was as the breaking out of a spring of slowly gathered knowledge. We are not all Arnolds or even Bownes.

X(c) the text-book, compressed & compressed from one or many big books. These handbooks are of two kinds - the frankly dry, uninteresting books which enumerates facts & details, the easy & beguiling sort which skim over polished surfaces in list & slipshod way of making easy progress. It is a ~~fact~~ brief to find that our best great history book is, in part at any rate, of the beguiling order.

(d) the debauchery of the mind which comes of expecting other desires to do the work of the implanted & fully adequate desire of knowledge.

But an ounce of example is worth more than a ton of concept. For the last twelve years we have tried the plan of bringing children upon Books & Things. No doubt, both in the Patrick Rensselaer School and in the Training College we know the last of, —

"The sharp ingredient of a bad success. But on the whole, the results are pleasing. The average child studies with "delight." We do not say, he will remember all he knows but to use a phrase of Jane Austen's, he will have

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is warm place in the imagination in many  
regions of knowledge. Such warm place is a  
spring place.

Our plan is a mere dipping in Jordan which  
the heuristic teacher may well despise, but it  
answers the methods <sup>we</sup> describe are so  
easy & simple that any intelligent person may  
take them up.

Will you be so very kind as to understand  
that what follows is meant in praise  
of Books as instruments of education but at  
all in praise of our particular use of books.



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first day

Let me introduce the Parents' Review School by  
a few extracts from letters showing that  
children take ~~the~~ "delight" in their studies. Much  
ability is the result of them. Letters come too which  
show that the children's studies are for "ornaments"  
how their admiring elders are amazed that the  
~~just one small~~ children should have so much to say on a hundred  
interesting topics but this particular use of studies  
we keep in abeyance! R. Lockwood

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"We love our work more & more & your excellent régime has turned a burden into a pleasure. I don't know how to be sufficiently thankful for learning to hold the little girls I was writing to you they asked me to send you their love & say how they love their lessons now especially <sup>the</sup> Geography books which I believe are to be taken away with them when they go for their summer holiday to the east coast in order to study them when passing through the different countries".

"Westminster Abbey" is delightfully suggestive & I was greatly surprised to find that it (7+6) could take in enough, to make a strong impression of Mr. Burnings' City of the Children & Lord Tennison's Siege of Ducknow. They are not likely to forget Lord Shaftesbury's Lord Lawrence.

L - is charmed with Templewood Tales - St. Paul's Cathedral - he learnt "The Charge of the Light Brigade" com amon after reading it. Of all his lessons I think perhaps he <sup>most</sup> looks forward to geography - the cruise of the Sea-gull is quite a joy - indeed I don't know that he finds a single lesson "dry" & already he is getting Rem about "What we can't do next?"

19p29pne049  
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Mr. C. Fisher —  
(aged 8)

"I have taken to Latin I think it delightful — he finds it everywhere, especially in his Prayer-book — Psalms etc so it is another "open door" of interest.  
~~Mr. Fisher~~, in N.D.

I am glad to say R — (9) has really worked well this term the says he thinks he has never enjoyed his lessons so much before, because he likes his present books so much."



Mr. G, —

Ability

"It may interest you to know that ~~who~~ <sup>who</sup> ~~is~~ <sup>in</sup> the P.R. I entirely, since the age of 6, has done so well at school during his first term. Everyone thinks him so well trained. He is most intelligent & observant which I attribute entirely to the early teaching of Nature done on P.H.U. lines. My eldest girl who commenced at a much later age has benefited least from the Nature training".

Mr. F,

Mother

"I hear from a lady with whom my children (9 & 6) are staying today; this extract from her letter may interest you, — 'The girls seem more interested in their studies & observations' than in any game. This method of education certainly attracts interest. The children's lessons are what they love! ~~This is the spirit which is what we work for I know.~~"

Mr. G -

(12, 10 &amp; 9)

"I find all my children can put their ideas on paper so well & fully which is a great gain & their observation has been so wonderfully developed".

19p31proug  
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Mr H -

"You will be glad to hear that W- (15 class iv) has taken a good position (having had an entrance exam) in the school to which she is going. She is placed in the upper v<sup>th</sup> form) H- (10 den) too is doing well at school."

Mr D -

(14 + 11) You will be glad to hear that the two elder boys have just taken scholarships at the Frammer School: we are very pleased. R- has the second for boys under 16, R- the first for boys under 12."

Mr J -

"~~I really~~ <sup>is</sup> ~~that of the P.R.S.~~ help more & more as I find in going on what a good foundation we have been laying in the past."

Mr R -

"We feel we owe a great deal to the P.R.S. as T- whom we had never thought quick & who was very delicate was said to be clever & very well prepared when he went to school."

Mr L

Member from India writes, - 12 years in P.R.S.

I am writing to tell you that S- (15<sup>1</sup>/<sub>2</sub> class iii) passed the Cambridge Junior at Christmas taking distinction in English & Scripture. She only began to work for it

most serious, I do not see any evidence that this  
tendency is becoming higher.

in May & was the only girl in her center who took  
any distinction excepting for drawing. As ~~Sandra~~  
only landed in February (from India) it is self-  
evident that her success is mainly due to the  
system of teaching in the P.R. School.

Mr. H.

"I should like to tell you what a help the P.R.S.  
has been from the parents' point of view, both  
from its assistance in the choice of books & for  
the opportunities it gave me of keeping in  
touch with the children's work apart from the  
useful test of the examinations."

~~Mr. H.~~  
Another writes from Jamaica, -

"In view of the two boys being settled in Scotland  
I - <sup>is</sup> making maps of Scotland & reading Scottish  
History. Some of his maps are very good & he is very  
fond of map-drawing. Scott's novels have taken his  
fancy too from his reading of The Abbot &  
Kenilworth. He devours all kinds of books & delights  
them too" Mrs. O.

"What an extremely nice book Arnold Forster's  
English History is! I often find the girls reading  
it like a story book."



TELEGRAMS,  
LOUGHTON.

110 pl pnc 049

Letter to Miss Mason

OLD RECTORY,  
LOUGHTON,  
ESSEX.

aged 13

July 15. 1900

my dear Miss Mason.

"We have been so very  
excited about the examina-  
tions, in Geography. <sup>M.</sup> Hyatt wanted  
the Alhambra and I wanted the  
Provincia of Cordalucia and we  
each got our wish. We also  
like English History, and we

are very pleased to think  
we are going to have the "Faerie  
Queene" by Edmund Spenser,  
and the "Fortunes of Nigel" next  
term. French History Questions  
were extremely nice, I  
liked writing about the Edict  
of Nantes. We finished our  
work on Saturday morning.